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ABSTRACT

The draft of a new syllabus for Latin instruction in New York State public schools emphasizes language instruction for communication. The syllabus is intended to serve as a basis for local activities such as review of current local programs, development of local programs to meet new standards, selection and acquisition of support materials, articulation of local offerings, and evaluation of student performance. The guide includes an introductory discussion of the syllabus' philosophy, rationale, goals, and purpose. A discussion of Latin for communication follows, including sections on the components of communication (topics, situations, functions, and specific proficiencies in reading, writing, listening, speaking, language, and culture), the development of language skills (grammar, vocabulary, derivation, and word study), and the development of cultural awareness of the Greco-Roman civilization (in the areas of literature, myths and legends, art and architecture, history and public life, and daily life). Three lists of "checkpoint" learning outcomes are provided, and notes on curriculum development at the local level, staff development, and implications for instruction in each proficiency area are presented. (MSE)

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Latin for Communication

New York State Syllabus

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ASSISTANT COMMISSIONER FOR ESC EDUCATION PLANNING AND SUPPORT SERVICES
DIVISION FOR PROGRAM DEVELOPMENT

TO: Persons With Responsibilities for Implementing Second Language Programs

FROM: Edward T. Lalor, Director, Division for Program Development
Jane Algozzine, Director, Division of Language Skills

This publication, **Latin for Communication**, is the draft of a new syllabus for New York State schools. This draft is released for field review and comments, upon which final revisions will be based.

The final syllabus is scheduled to be available for the 1986-87 school year. It will serve as the basis for local activities such as:

Review of current local program(s)

Development of the local programs to meet standards stated in the syllabus

Selection and acquisition of support materials

Articulation of the local offerings from grade to grade or level to level

Evaluation of student performance

Your school may be one of a number of schools throughout the State to be selected to review and evaluate the syllabus. If you are not selected, you are still welcome to respond.

Your comments should be addressed to:

Paul E. Dammer
Chief, Bureau of Foreign Languages Education
New York State Education Department
Albany, New York 12234

1010

Latin for Communication

New York State Syllabus

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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INTRODUCTION

Communication is at the heart of the Latin syllabus. The student of Latin has a direct line to the ancient world, to a different time and a different place. Reading Latin provides access to the mind and spirit of the Romans and through them to the Greeks. In learning the language, the ideas, and the culture of this ancient civilization, the Latin student becomes uniquely equipped to communicate more effectively in English.

All students can benefit from the study of Latin. For many years Latin has been a part of the basic curriculum, and it continues to be a viable second language option in a program of general education. In recent years, successful Latin programs have helped students who are culturally deprived and students with problems in language skills to gain new insights and to improve their development in English. Latin programs for the gifted and talented afford a special opportunity for some students to communicate with the ancient world, to work creatively with that knowledge in the modern world, and to open lines of communication to the future.

The Board of Regents, governing body of education in New York State, has recognized that second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life. The Latin syllabus is consistent with the Board of Regents' goals for elementary and secondary education and New York State's program requirements. It is meant to provide a framework for school district personnel who have responsibility for program development, management, and implementation.

PHILOSOPHY

A HISTORICAL PERSPECTIVE

The human race at every age must search for its own identity. Each ethnic unit, each cultural entity, each nation has participated in the search. In the twentieth century, we have learned that national citizenship increasingly means world citizenship. As Americans, we require greater abilities to understand social, political, economic, and humanistic issues of global complexity. We must communicate in the languages of the world and in our own language in order to maintain and project our identity and in order to carry our search into a new century.

Part of our identity as a people and as a nation is in the past. Western civilization, including our national culture, derives much from the cultures of Greece and Rome. We are a living link with these ancient civilizations. Latin was a medium of communication, the vehicle of prose and poetry, the language of speeches, and the language of graffiti scratched on a shopkeeper's wall. In medieval times, as the Romance languages were developing in parts of what had been the Roman Empire, Latin continued to be the language of communication in the church, the courts, and international affairs. In the Renaissance, Greek and Latin learning was rediscovered; the revival of interest in classical culture transformed Western civilization. Stimulated by the philosophy, the art, the spirit, and the ideals of the ancients, the Age of Enlightenment then rejuvenated and enriched the heritage from Greece and Rome and passed it on to the modern world.

The reinterpretation of the past is a periodic enterprise to be undertaken in every age. In American colonial times, Greek and Latin were at the center of a theologically oriented curriculum. By the nineteenth century, the secondary school curriculum was dictated by college entrance requirements for the professions of law, medicine, and the ministry. Most high school students of the first quarter of the twentieth century studied Latin; the number of those studying Greek was declining. In the 1920's, an advisory committee of the American Classical League undertook a monumental study of Latin and Greek in the secondary schools, The Classical Investigation. The number of students studying Latin and Greek at the advanced level was, they felt, scandalously low. The committee proposed a scheme of ultimate objectives aimed at the progressive development of the ability to read and understand

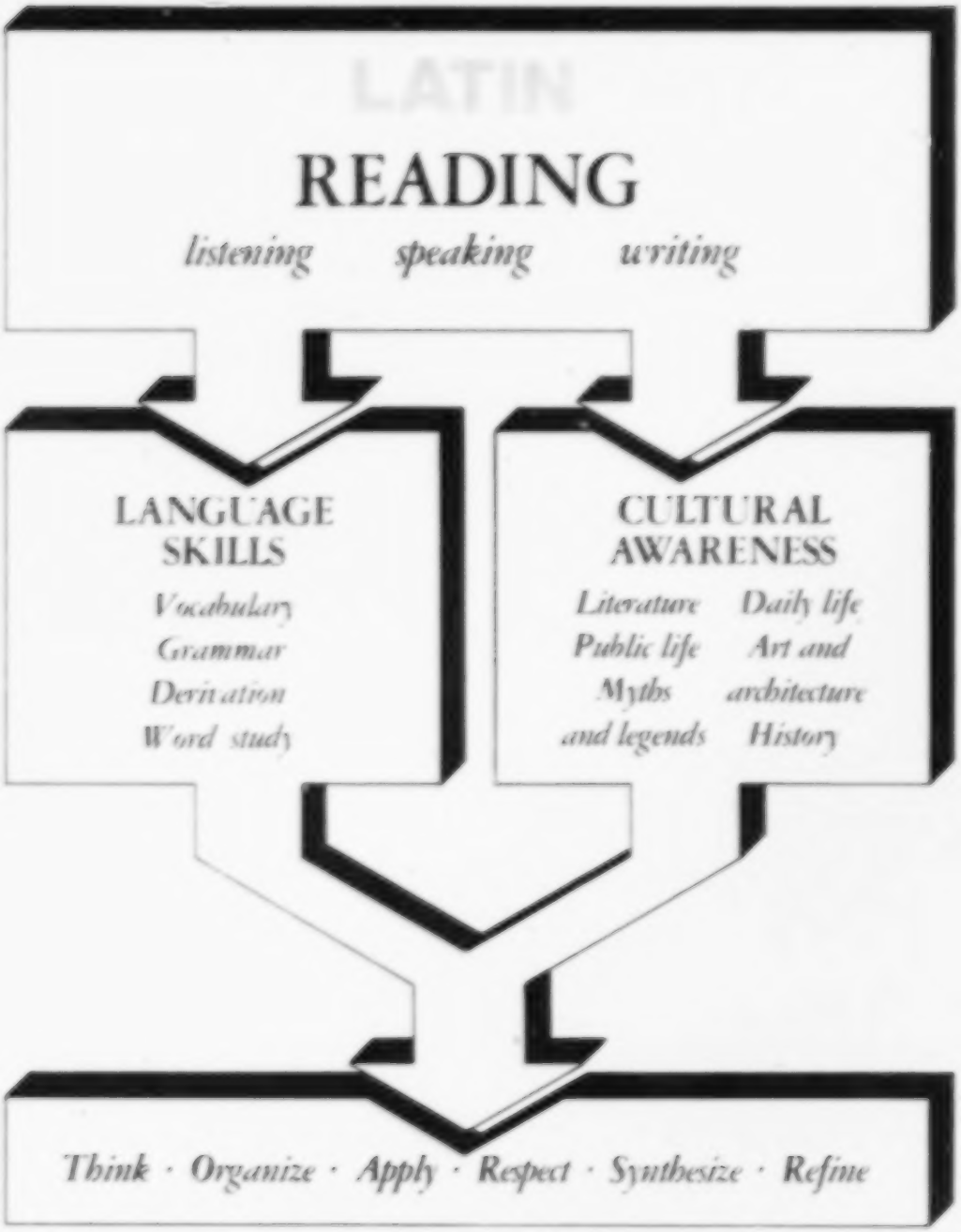
Latin. They advocated a functional rather than a strictly analytical approach to reading Latin. In 1956, a new Syllabus in Latin for New York State secondary schools emphasized the humanistic values of study of the classics and proposed a detailed set of practical guidelines for action. A 1971 syllabus, Latin for Secondary Schools, blended the latest theories of structural linguistics with a series of relevant readings from a wide variety of Latin authors. All of these guidelines have continuing value. The current syllabus incorporates and builds on the ideas of these previous studies.

RATIONALE

A PLAN FOR THE PRESENT

The search for identity and the ongoing reinterpretation of the past must continue to involve educational strategies that work with contemporary students. Today's rationale for foreign language study is to improve the ability of students to communicate. In the modern languages, direct communication with native speakers is the ultimate goal. In Latin, communicative skills are developed in the target language and, in addition, communicative skills in English are consciously developed. Students learn Spanish primarily to communicate in Spanish with Spanish-speaking people. Students learn Latin, on the other hand, to read Latin, to gain awareness of their cultural heritage, and to improve their ability to communicate in English. The present plan defines communication and cultural awareness and describes outcomes and proficiencies at various stages in the learning process.

The goals of Latin for Communication



THE GOALS OF LATIN FOR COMMUNICATION

ACTION FOR THE FUTURE

The goals of Latin for Communication, in the spirit of the Regents Action Plan, address the needs of today's students as they prepare to meet the challenges of tomorrow's world. The goals of learning Latin are listed here in four categories: communication, language skills, cultural awareness, and general education. In each category, the goals of the Regents Action Plan are listed as they relate to the goals of learning Latin.

COMMUNICATION

The first meaning of Latin for Communication is the development of reading skills in Latin, supported by the skills of listening, speaking, and writing. The Regents Action Plan delineates the following goals related to communication in a foreign language:

- Each student will master communication skills in order to:

  speak, listen to, read, and write at least one language other than English.

- Each student will learn methods of inquiry and systems of knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary application:

  in language and literature in at least one language other than English.

LANGUAGE SKILLS

Latin for Communication is concerned with the development of language skills in Latin and of language skills in general. Vocabulary, grammar, derivation, and word study are elements of language skills important to the study of Latin and of immediate practical communicative value in English and subsequent foreign language study. The goals of the Regents Action Plan that are supported by the goals of language skills in Latin for Communication are the following:

- Each student will master communication skills in order to:

  speak, listen to, read, and write clearly and effectively in English;

comprehend written, spoken, and visual presentations in various media.

CULTURAL AWARENESS

Latin for Communication establishes goals of cultural awareness of the Greco-Roman civilization in the areas of literature, myths and legends, art and architecture, history, public life, and daily life. Cross- cultural comparisons are important in each area. The Regents Action Plan delineates the following goals related to the goals of cultural awareness as addressed in the plan of Latin for Communication:

- Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and will develop the skills to express personal artistic talents. Areas include:

  understanding of the diversity of cultural heritages;
  knowledge and appreciation of the arts;
  ability to use cultural resources of museums, libraries, theater, historic sites, and performing arts groups;
  ability to make aesthetic judgments and the ability to apply them to works of art.

- Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and in other countries. Included are:

  knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems;
  knowledge of American political, economic, and social processes and policies at national, state, and local levels.

- Each student will develop the ability to understand, respect, and accept people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social backgroundas well as their values, beliefs, and attitudes.

GENERAL EDUCATION

Learning Latin is a part of the student's total learning experience. General educational goals of thinking, organizing, applying, respecting, synthesizing and refining bodies of knowledge and attitudes towards people are results of building language skills and cultural awareness through Latin for Communication. The following general educational goals of the Regents Action Plan are supported by the goals of Latin for Communication:

- Each student will master communication skills in order to:

  think logically and creatively;
  apply reasoning skills to issues and problems;
  determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.

- Each student will learn methods of inquiry and systems of knowledge gained through English language and literature, history, and social sciences and use the methods and knowledge in interdisciplinary applications.

- Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

  understanding and acceptance of the concepts of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights;
  respect for self, others, and property as integral to a self-governing, democratic society;
  ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

- Each student will acquire knowledge, skills, and attitudes that enable development of self-esteem.

- Each student will develop a commitment to lifelong learning with capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

THE SYLLABUS - ITS PLACE AND PURPOSE

The Latin syllabus is a working document for educators to use at the district or regional level when they assess, modify, or develop their own program and plan for the next step: development of instructional objectives, activities, and evaluation. The syllabus provides a basic framework that includes the following:

- a statement of philosophy,
- a rationale,
- goals,
- a definition of Latin for communication,
- the components of communication,
- development of language skills,
- development of cultural awareness,
- learning outcomes,
- a plan for curriculum development.

The philosophy sets the stage for the syllabus. It places today's priorities for the study of Latin in a context of history.

The rationale tells why the syllabus was developed and the purpose it serves.

Goals are priority statements. The goals of teaching Latin support the goals of the Regents of the State of New York as stated in the Action Plan to Improve Elementary and Secondary Education Results in New York. They are the basis for the syllabus goals.

A definition of Latin for Communication names the components of communication, establishes a framework for defining and delineating the components, and presents an example of how the elements fit together.

The components of communication are defined and delineated on the framework of the definition of Latin for communication.

The development of language skills includes the areas of vocabulary, grammar, word study, and derivation as they apply to Latin, to English, and to language in general.

The development of cultural awareness includes the areas of history, art and architecture, daily life, public life, myths and legends, and literature.

Learning outcomes are products of the components of communication as defined in the syllabus and are consistent with the goals of Latin for Communication as defined in the syllabus.

A plan for curriculum development is outlined to suggest a process for further development of the syllabus, through local or regional development, to the classroom.

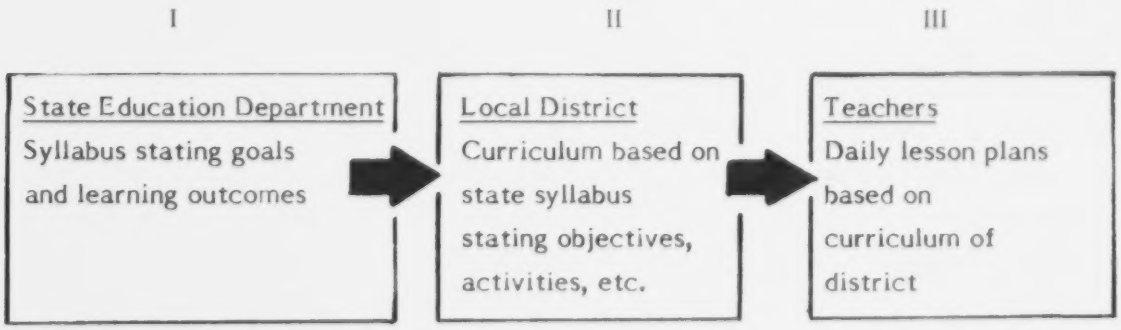
The syllabus is a first step in curriculum development, which continues at the state, district, and classroom levels. It consists of three major categories of activities:

I state-level development of a syllabus, consisting of statements of goals and learning outcomes;

II district-level development of a curriculum in which instructional objectives, teaching and learning activities, and evaluation strategies are based on the syllabus goals and articulated to provide logical sequential learning for students;

III classroom development of daily lesson plans based on the district's curriculum.

These relationships are shown below:



LATIN FOR COMMUNICATION — A DEFINITION

Latin for Communication attempts to identify the elements of teaching and learning Latin. Each element is broken down into its component parts and analyzed. By identifying, defining, and analyzing communication in Latin, the first step in curriculum development is accomplished. The second step is putting the elements together into a harmonious unit, an individualized program. The third step is the task of presentation by the creative teacher. The process starts with a scientific analysis and ends with an artistic synthesis.

The three elements in teaching Latin for Communication are the following:

I Communicating in Latin

There are four components of communication: topics, situations, functions, and proficiencies. They are each defined and analyzed on pp. 14 - 31.

II Developing Language Skills

There are four interrelated subdivisions of language skills related to Latin study: grammar, vocabulary, derivation, and word study. They are discussed on pp. 32 - 36 .

III Developing Cultural Awareness

There are five areas of cultural development addressed here as related to Latin study: literature, myths and legends, art and architecture, history and public life, and daily life. They are discussed on pp. 37 - 48 .

The goals of teaching and learning Latin have remained constant for many years in the classrooms of the nation and the world. They continue to be essentially the same in the current syllabus, which defines Latin for Communication; the methods of achieving them have changed. The focus of the concept of Latin for Communication is on direct communication from the ancient to the modern world through reading Latin. The three goals of Latin for Communication are:

- the development of skills in reading Latin, supported by the skills of listening, speaking, and writing;
- the development of language skills in Latin and in English; and

- the development of a cultural awareness of the ancient world and the modern, by comparison.

Latin vocabulary and Latin grammar have often dictated the activities of the classroom and have determined the focus of the text. They are important elements and necessary tools in the achievement of goals. The message of the current syllabus is that communication in Latin should dictate the activities of the classroom and should provide the focus of the text and that communication should be the medium of achieving the goals.

- The goals of Latin for communication must be stated. (pp. 5 - 8)
- The components of communication must be defined. (pp. 14 - 31)
- The goals and the components of communication must be integrated into a meaningful whole, i.e., curriculum development. (pp. 56 - 65)

The current syllabus separates the elements of communication and the goals of learning Latin into distinct threads that can be analyzed separately. Only through thoughtful curriculum development can the separate threads be woven into a useful fabric. The separate threads provide limitless creative possibilities. The following example will serve to illustrate how the goals of Latin for Communication can be integrated with the components of communication, which are more finely delineated on the pages that follow.

EXAMPLE:

The class is presented with a Roman coin. This particular coin is a denarius of 44 B.C. containing on the obverse a portrait head of Julius Caesar with the inscription CAES·DICT·PERPETUO and on the reverse a statue of Venus holding a winged victory, and the inscription L. BUCA. The learning situation integrates the following elements as delineated in the syllabus:

- READING LATIN -- COMPONENTS OF COMMUNICATION

  TOPIC - coinage, names, physical characteristics, calendar, government organization, political issues, personalities, sculpture, gods and goddesses, myth, meaning and interpretation (pp. 16-19)

SITUATION - reads Latin phrases and abbreviations in inscriptions, monuments, and records (p.20)

FUNCTION - to gain information in Latin about facts and events; to aid communication in English through language skills, content and idea, and cultural awareness (p.23)

PROFICIENCY - Checkpoint C - can read and understand selected authors of prose and poetry with some assistance (p.26) (the same situation can occur at earlier levels, but the proficiency will not be checked until Checkpoint C)

- LANGUAGE SKILLS - vocabulary, derivation, word study, grammar (pp.32-36)

- CULTURAL AWARENESS - history, art, daily life, public life, myths and legends (pp.37-48)

It is the integration of the components of communication (topic, situation, function, and proficiency) with goals of language skills and cultural awareness that characterize the concept of Latin for Communication. Language skills of vocabulary, derivation, word study and grammar, both in Latin and in English, develop from the communicative components in the example of the coin (e.g., Czar, Kaiser, dictator, perpetually, perpetuo is an adverb). With regard to culture, students become aware of elements of history, art, daily life, public life, myths, and legends (e.g., Julius Caesar, Venus, sculpture, money value).

The combinations are endless and exciting. Most often the communication will be initiated by a reading passage rather than by a coin or an art object. The focus of the communication as suggested here, whether it be text, art object, or an inscription on a building down the street, will be on the ancient world through a direct line of communication. From this focus, necessities such as grammar and vocabulary evolve naturally.

COMPONENTS OF COMMUNICATION - LEARNING LATIN

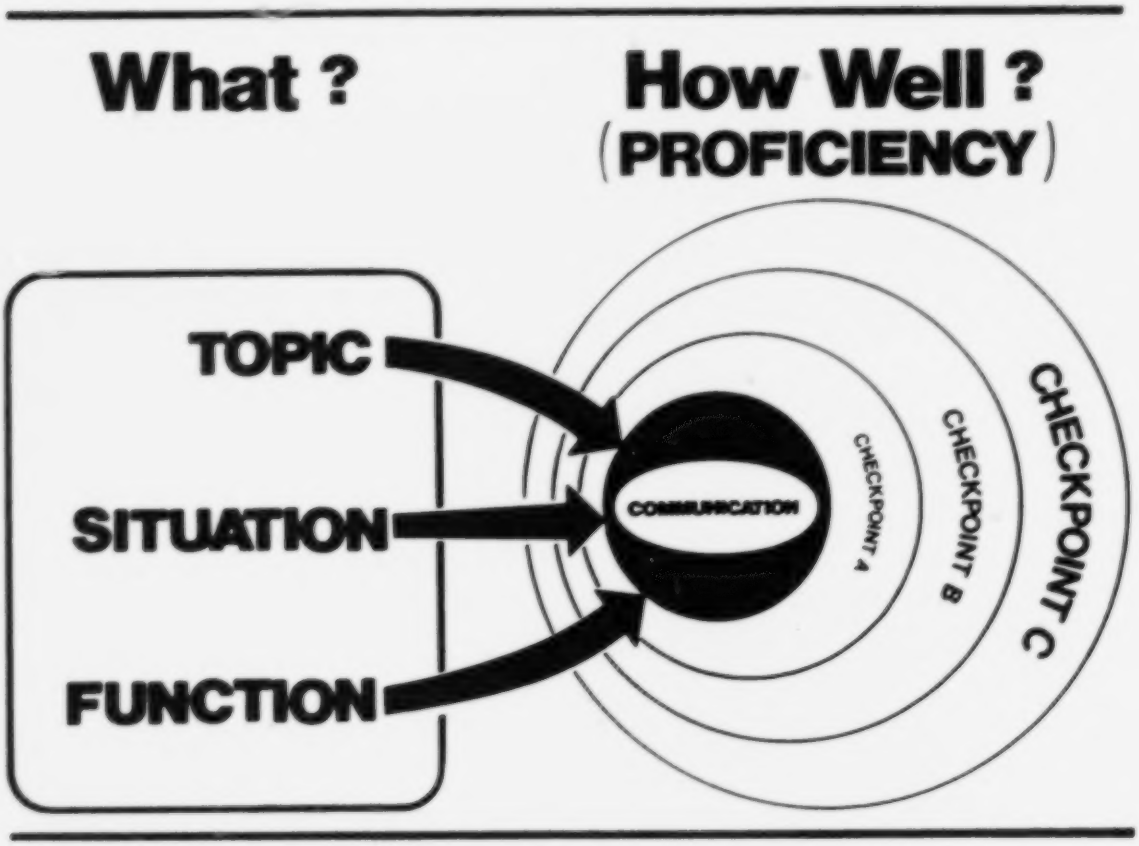
The four components of communication as here defined are

1. TOPICS - the subjects on which communication occurs
2. SITUATIONS - the processes through which communication occurs: reading, writing, listening, speaking
3. FUNCTIONS - the purposes of communication
4. PROFICIENCES - the degree of facility with which communication occurs

The first three components (topics, situations, and functions) are the "what" of communication; the proficiencies are the "how well." For example, a person is reading (situation), in Latin or in English, about a house (topic) for the purpose of obtaining facts (function). This is the "what" of communication. The proficiency level is the "how well." One person might attain very basic ability to read in Latin about the rooms of a Roman house. Another might attain a highly sophisticated ability to read about the house of Trimalchio in the original Latin of Petronius. In addition, one might attain from the study of Latin a proficiency in English that would help, while reading the classified ads in a local newspaper, to understand the meaning of an atrium-style living room or riparian rights to beach-front property.

On the following pages the components of communication are further defined and analyzed.

The components of communication are illustrated here:



CHECKPOINT A

lists the components of intended learning outcomes and describes the proficiencies necessary to complete successfully the required two units of study at some time in grades K-9. (Proficiency Examination)

CHECKPOINT B

lists the components of intended learning outcomes and describes the proficiencies necessary to complete successfully a three unit-of-credit sequence for a Regents diploma. (Regents Examination)

CHECKPOINT C

lists the components of intended learning outcomes and describes the proficiencies necessary to complete successfully a five unit-of-credit sequence for a Regents diploma.

NOTE: Standards for local diploma sequences will be established by local schools.

TOPICS

One of the separate components of communication is the topic on which the communication occurs. A short letter of Cicero might contain twelve topics (e.g., names, health, character, family members, geography, topography, weather, calendar, roads, modes of travel, political issues, sites). Each topical thread is worthy of mention, consideration, or discussion in the reading situation. As the topics occur in natural communicative situations, they are noted, and a progressive spiraling effect of accumulated knowledge occurs.

The purpose of the list is to analyze common topics of reading in Latin and to suggest a point at which some accumulated knowledge can be demonstrated. Most of the topics will be introduced at the earliest stage of language development (prior to Checkpoint A) and will continue to be reviewed and expanded at subsequent levels (Checkpoints B and C). The checkpoint indicated in the following tables does not suggest a level of entry into a specific topic but rather a checkpoint at which students can be expected to demonstrate some accumulated knowledge, but certainly not an exhaustive knowledge.

While the list of topics is meant primarily as an analysis of communication in the reading situation, it is also a list of topics of communication in the situations of listening, speaking, and writing, and of situations in Latin as well as in English.

The topics have been arranged roughly to correspond with the student's world, starting with personal identity and expanding in space and time. Although such an arrangement may suggest vocabulary lists, instructional units, and research projects, the list is intended to flow naturally from student experience and the Roman experience.

Total communication is the final goal. The following list of topics is one element that needs to be analyzed in reaching that goal.

Table 1.1 Components of Communication: Topics

Personal identification	A	B	C
names	o	o	o
sex	o	o	o
age	o	o	o
nationality	o	o	o
occupation	o	o	o
physical characteristics and parts of body	o	o	o
health	o	o	o
clothing	o	o	o
character	o	o	o
House and family			
house	o	o	o
apartment	o	o	o
country home	o	o	o
rooms	o	o	o
furnishings	o	o	o
garden	o	o	o
family members	o	o	o
marriage and funeral			o
Physical environment			
geography	o	o	o
topography		o	o
city and town	o	o	o
province and country		o	o
weather	o	o	o
natural catastrophies		o	o
plants and animals	o	o	o
calendar		o	o
time		o	o
Meal taking, food and drink			
everyday family fare	o	o	o
banquets	o	o	o

Note: The assignment of topics to specific checkpoints is an indication of when a minimum body of knowledge is to be accumulated; it is not an indication of the entry level for a topic.

Table 1.1 (cont.)

	A	B	C
Educational system			
structure and curriculum		o	o
literature		o	o
oratory and rhetoric		o	o
number system	o	o	o
school life	o	o	o
philosophy			o
Earning a living			
occupations	o	o	o
preparation and training		o	o
Leisure			
recreation and bath	o	o	o
theater			o
holidays	o	o	o
athletics	o	o	o
religious events			o
traditions and customs	o	o	o
Travel			
roads	o	o	o
modes of travel		o	o
inns		o	o
host-guest		o	o
mail and letter writing		o	o
Politics and government			
government organization		o	o
political issues		o	o
the military		o	o
public services (sewers, aqueducts, bridges)		o	o
personalities	o	o	o
law		o	o
Economic life and social structure			
class structure	o	o	o
commerce and trade		o	o
shops	o	o	o
coinage			o

Table I.1 (cont.)

	A	B	C
Religion			
deities, functions and attributes	o	o	o
sacrifice			o
festivals		o	o
Art and Architecture			
sites		o	o
buildings	o	o	o
sculpture			o
painting			o
mosaics			o
Myths and Legends			
gods, goddesses	o	o	o
heroes	o	o	o
traditional oral tales	o	o	o
meaning and interpretation			o

SITUATIONS

In a classical language which was but no longer is generally spoken in everyday situations, communicative skills may be defined in two ways:

1. in the target language in the classroom
2. in English inside and outside the classroom

Communicative skills have been defined as receptive skills (listening and reading) and productive skills (speaking and writing). It is necessary to clarify the term "speaking skill" in Latin. It means reading aloud, repeating, and answering questions. Actual interaction on the listening-speaking level will be limited to questions, answers, and basic conversations in the classroom, all employed mainly as a support to the reading skill. Practice in the speaking skill is important at the early stages of learning Latin, but the emphasis and allotment of time will soon turn to reading without a corresponding spiraling emphasis on speaking, listening, and writing.

The communicative situations are listed in the charts that follow by the four skills: reading, writing, listening, and speaking. In addition, the following arrangement is to be noted within each situation:

1. situations in Latin, noted (Latin);
2. situations in which Latin enters English, noted (Latin/English);
3. situations in which the native culture or the English language is influenced by Roman culture or Latin, noted (English/Latin).

Table 1.2 Components of Communication: Situations

	A	B	C
Reading			
Reads with understanding Latin composed for acquisition of content and/or language skills (Latin)	o	o	o
Reads with general and specific comprehension adapted Latin authors (Latin)		o	o
Reads with general and specific comprehension Latin prose authors (Latin)		o	o
Reads with general and specific comprehension Latin authors of poetry (Latin)			o
Reads Latin phrases and abbreviations in inscriptions, monuments, and records (Latin)	o	o	o
Reads Latin phrases and abbreviations used in English (Latin/English)	o	o	o
Reads with understanding words of Latin origin in English (English/Latin)	o	o	o
Writing			
Writes Latin responses to oral or written stimuli (Latin)	o	o	o
Writes in English the general or specific meaning of Latin passages (Latin/English)		o	o
Writes English which incorporates Latin elements (prefixes, bases, and suffixes) (English/Latin)		o	o
Writes English using Latin influences in words, structures, and ideas (English/Latin)			o
Listening			
Hears classical or ecclesiastical pronunciation (Latin)	o	o	o
Hears spoken Latin in classroom situations (Latin)	o	o	o
Hears Latin phrases used in English (Latin/English)	o	o	o
Hears English words and ideas associated with classical origins (English/Latin)	o	o	o

Table 1.2 (cont.)

	A	B	C
Speaking			
Produces orally the classical or ecclesiastical sound system (Latin)	o	o	o
Reads prose aloud (Latin)	o	o	o
Reads poetry aloud (Latin)			o
Uses Latin with peers and teacher in classroom situations (Latin)	o	o	o
Uses Latin terms in English speech and conversation (Latin/English)			o
Uses conversational and formal English that incorporates Latin elements (prefixes, bases, and suffixes) (English/Latin)		o	o

FUNCTIONS

Functions denote the purposes of communication. In the study of Latin, there are two basic functions: to communicate in Latin and to improve communication in English. The communication in Latin will be primarily through reading to obtain information about facts, events, opinions, attitudes, and feelings. The communication in English may involve any of the four basic language skills (listening, reading, speaking, writing) as well as the element of cultural awareness.

For example, in order to learn the facts and events, a student may read in Latin an adapted version of Livy's account of the Pyrrhus defeated the Romans. When the student later hears the expression "Pyrrhic victory" used in a history class, communication in English is facilitated.

Table 1.3 Components of Communication: Functions

to gain information in Latin about:
- facts
- events
- opinions
- attitudes
- feelings

to aid communication in English through:
- language skills
- content and idea
- cultural awareness

PROFICIENCIES

Proficiency is the degree of facility with which communication occurs. This is the "how well" of communication. In order to evaluate student performance, checkpoints and guidelines must be established.

Proficiencies are listed under six headings:

1. reading,
2. writing,
3. listening,
4. speaking,
5. language,
6. culture.

They are further subdivided into proficiencies appropriate at Checkpoints A, B, and C. Proficiencies at each checkpoint are broken into smaller elements with an example of how the element of proficiency might be checked.

Reading - Reading is the proficiency that students of Latin should develop to the highest degree. As students progress from beginning to advanced study, they must constantly increase their ability to read Latin texts.

Writing, Listening, Speaking - The proficiences of writing, listening, and speaking serve to help students develop their reading skills; they are not ends in themselves. They are included as proficiencies because a certain ability in each of these areas is necessary if students are to develop their reading skills to the fullest extent possible.

The amount of time that students spend developing each proficiency will not remain constant over the three levels. For example, simple classroom interactions in Latin are most appropriate to Checkpoint A as a means of introducing students to the sounds and forms of the language; much less of this needs to be done at Checkpoint B, and the emphasis at Checkpoint C will be quite different. The same is true for activities such as choral repetition and dictation. Reading will become more and more prominent as the student progresses, both in terms of time spent on it and in terms of the complexity of the texts studied.

Language - In order to communicate in Latin, by reading or by any other means, the student must control grammar and vocabulary. The list of language proficiencies is an outline of what may be expected of students at the three checkpoints with a special emphasis on how their skills in Latin influence correspondingly developing skills in English. Derivation and word study are addressed here.

Culture - Cultural proficiencies are increased as the skills of reading, writing, listening, and speaking are developed. They pervade the study of Latin. They are stated as part of the goals of Latin for Communication and are checked in the proficiency tables in the following areas: literature, myths and legends, public life, daily life, art and architecture, and history.

The term proficiency is not intended to mean perfection or fluency. It is a measure for determining how well a student has achieved a stated aim. A beginning student will have little control of Latin in terms of the entire body of knowledge that the study encompasses, but the same beginning student, when judged on well-defined standards of proficiency for a beginner, may have achieved excellent results.

Communication is the ultimate objective of second language study as outlined here. Although the delineation of proficiencies is a guideline for testing, communication is a situation of life, and the ultimate test of proficiency is life.

Table 1.4 Components of Communication: Proficiencies

READING

Checkpoint A

Understands the simple connected materials composed for acquisition of content and language skills (e.g., student reads in Latin and responds to questions in Latin or in English based on the reading)

Begins to develop an understanding of Latin grammar in context and recognizes some general principles of grammar (e.g., the direct object is in the accusative case)

Begins to show the ability to guess at meaning from context (student recognizes that properat indicates that a subject is hurrying, since the subject in context is running)

Checkpoint B

Understands composed Latin and passages adapted from Latin authors--General and specific comprehension is limited to selected passages in regular Latin sentence patterns--The ability to guess at meaning is increased (e.g., student understands the adapted version of a passage from Aulus Gellius)

Has an increased knowledge of Latin grammar in context (e.g., student can pick out and explain the use of a purpose clause in a letter of Cicero)

Checkpoint C

Can read and understand selected authors of prose and poetry with some assistance (e.g., student expresses in English the meaning of a selected, annotated passage from Vergil)

Can separate main ideas from lesser ones and uses that distinction to advance understanding of the material (e.g., student can read a letter of Pliny for the main idea without letting lesser details deter overall comprehension)

Can analyze Latin grammar in context (e.g., recognizes Vergil's use of the dative of place to which instead of ad and the accusative)

Can recognize features of an author's style (e.g., student recognizes tricolon as a feature of Cicero's style)

WRITING

Checkpoint A

Can write simple Latin words or phrases in response to oral or written stimuli in a classroom situation (e.g. in response to quid est? as teacher points to a window, student writes fenestra)

Can respond in simple written Latin and in English to questions based on Latin reading or visual/oral stimuli (e.g., student writes Marcus laborat in response to Quid facit Marcus? as teacher holds up an appropriate picture)

Can write simple connected Latin as read aloud by the teacher (e.g., student takes a dictation)

Can express in written English the meaning of simple composed passages of Latin (e.g., student writes the English of a simple Latin passage)

Checkpoint B

Can respond in simple written Latin and in English to questions based on composed Latin passages and passages adapted from Latin authors (e.g., student writes answers in English to questions based on an adapted passage from Cornelius Nepos)

Can express in written English the general or specific meaning of a passage adapted from Latin author (e.g., student writes an English translation of an adapted passage from Caesar)

Checkpoint C

Can express in English the general meaning of Latin passages of prose or poetry assisted by glosses (e.g., student writes answers in English to questions based on a Latin passage from a speech of Cicero)

Can express in English the specific meaning of a Latin passage of prose or poetry, assisted by glosses (e.g., student writes the translation of a selected passage from Catullus, using a dictionary or with glosses provided)

LISTENING

Checkpoint A

Recognizes the sounds of the Latin language (e.g., student listens to a Latin passage read aloud)

Comprehends simple spoken Latin statements and questions based on classroom situations and Latin questions based on reading or visual/oral stimuli (e.g., teacher and students interact in a simple conversational situation: Quis es? -- Sum Marcus.)

Begins to recognize and appreciate phrase grouping, voice inflection, and meaningful expression when simple Latin is read aloud (e.g., student recognizes a prepositional phrase as a group)

Checkpoint B

Can comprehend simple spoken Latin statements or questions based on a classroom situation or a simple Latin passage read aloud because of an increased familiarity with the sounds, words, forms of expression, and phrase grouping of the Latin language (e.g., in response to claude ianuam, student closes the door)

Checkpoint C

Can recognize and appreciate the artistic merits of oral Latin prose and poetry when read aloud (e.g., student listens to a Latin poem read aloud and recognizes the use of metrical form and poetical devices)

Can distinguish between classical and ecclesiastical pronunciation (e.g., student hears the difference in the reading of the Aeneid as opposed to the reading of Carmina Burana)

SPEAKING

Checkpoint A

Repeats correctly words or phrases spoken by the teacher (e.g., student repeats words on teacher's model)

Reads aloud, with generally correct pronunciation, texts with familiar vocabulary (e.g., the student reads a Latin passage with careful attention to pronunciation)

Responds to simple oral stimuli in the classroom situation and to questions based on reading passages (e.g., student responds in Latin to the stimulus Quid agis hodie? by replying Bene, et tu?)

Checkpoint B

Demonstrates understanding by reading aloud with appropriate phrase grouping, voice inflection, and expression in classroom situations (e.g., student reads with expression in Latin a passage from an oration)

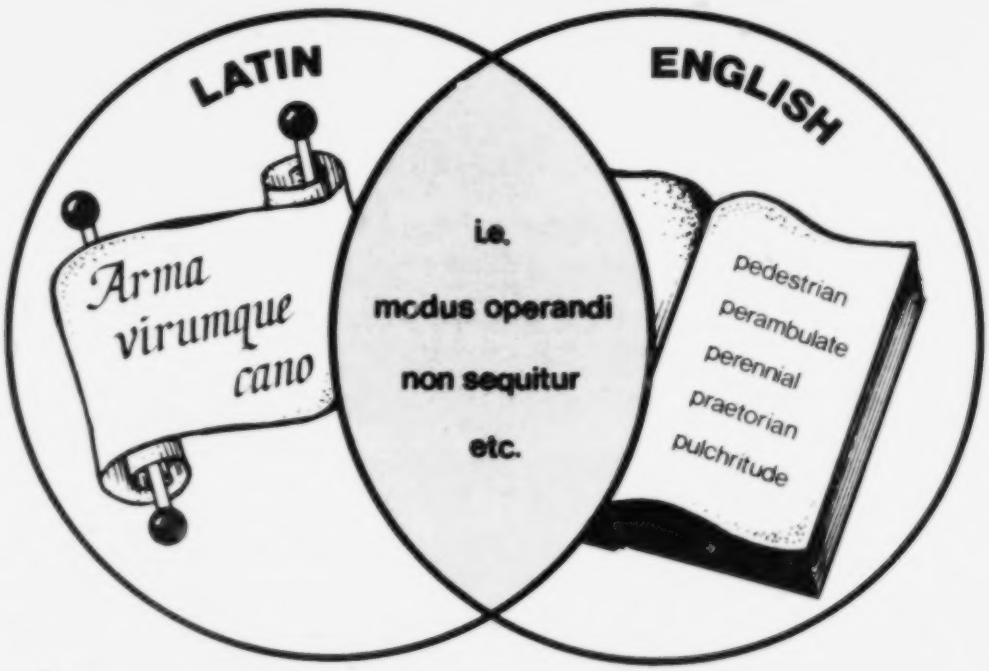
Reads aloud with accurate pronunciation except for some errors in unfamiliar words (e.g., student can read aloud a passage with ease except for a new proper name such as Ariobarzanes)

Checkpoint C

Can read Latin poetry with attention to the correct metrical structure (e.g., student demonstrates correct reading of Catullus' hendecasyllabic verse)

Demonstrates understanding by reading with appropriate phrase grouping, voice inflection, and expression (e.g., student reads with emotion a speech of Dido)

CROSS-CULTURAL TRANSFER



LANGUAGE

Checkpoint A

Begins to demonstrate a knowledge of basic Latin vocabulary and an awareness of Latin roots in English (e.g., soror - sorority)

Begins to demonstrate a knowledge of some elements of Latin grammar and English grammar by comparison and contrast (e.g., student can recognize such elements as noun, verb, prepositional phrase, perfect tense, accusative case)

Begins to demonstrate a knowledge of word-building in Latin and in English through a study of Latin prefixes and suffixes (e.g. re + mitto - remit)

Can understand simple Latin phrases and abbreviations in English (e.g., etc.)

Checkpoint B

Has a knowledge of basic Latin vocabulary and an increased English vocabulary based on Latin (e.g., deleo - delete)

Has an increased knowledge of Latin grammar and a correspondingly increased knowledge of English grammar (e.g., subjunctive mood, passive voice)

Can derive meaning in English and in Latin based on an increased knowledge of word-building (e.g., ex + facio = efficio - efficient)

Has an increased knowledge of Latin phrases, mottoes, and abbreviations in common English usage (e.g., E pluribus unum)

Checkpoint C

Demonstrates a knowledge of Latin vocabulary and an increased English vocabulary based on it (e.g., sidus - sidereal)

Demonstrates a knowledge of Latin grammar and English structure by comparison and contrast (e.g., student can explain the syntax of a word as it appears in a passage of Vergil and can render it into good idiomatic English)

Demonstrates an increased knowledge of derivation and word study (e.g., mater (Latin), matriarch (English), madre (Spanish and Italian), mere (French)

CULTURE

Checkpoint A

Has knowledge of some aspects of Greco-Roman culture and selected facts of history, art, daily life, and myths and recognizes manifestations of them in the modern world (e.g., student recognizes a Corinthian column on a local bank)

Checkpoint B

Has an increased knowledge of selected facts of Greco-Roman history art, daily life, myths, and legends, and of their influence on subsequent civilizations (e.g., student knows that Rome was founded in 753 B.C. and the legend of its founding)

Has knowledge of some aspects of Roman public life and institutions and of their influence on the modern world (e.g., student knows the tribune's veto power and sees that the system of checks and balances is common to Roman and American government)

Begins to develop a knowledge of some facts of Latin literature, some authors, and some techniques of style and can apply some of these facts to the Western literary tradition (e.g, student can name several works of Cicero and recognizes their influence on modern literature)

Checkpoint C

Demonstrates a knowledge of selected facts of Greco-Roman history, art, daily life, myths and legends, and public life, and of their influence on subsequent civilizations (e.g., student knows the myth of Orpheus and can recognize and appreciate its influence in painting and music)

Demonstrates an understanding of some literary genres, some authors, and some techniques of style and can make comparisons with those of the modern Western literary tradition (e.g., student knows the story of Dido and Aeneas from reading Vergil and appreciates its influence in art and music)

THE DEVELOPMENT OF LANGUAGE SKILLS

Latin for Communication implies that a message delivered in Latin can speak in today's world. In reading that message exciting things happen. Language skills are sharpened; cultural awareness is deepened. The goal of Latin for Communication is to read Latin, to hear Latin, and, to a degree, to speak Latin and to write Latin responses. Through these skills and the situations in which they occur, students of Latin grow in their knowledge and understand of the vocabulary, grammar, derivation, and word study of the Latin language. By extension, they also grow in their understanding of how Latin vocabulary and grammar have influenced the English language and the Romance languages. In fact, a basic study of Latin serves as a natural starting point for learning other languages and for gaining a better understanding of our own language. There is a linguistic link between the ancient and modern world.

The development of these language skills is a continuous process that occurs at each level of Latin study and builds on those topics and functions which have been encountered at earlier levels. Language skills pervade all topics, all situations, all functions, and all proficiencies.

GRAMMAR

In acquiring the ability to read Latin, students gain linguistic insights and new facility in understanding and manipulating English. The teaching of grammar has had such an impact on education that the traditional name for elementary education is "grammar school." The grammar has been a Latin-based grammar. Although the modern focus has changed, an outline of Latin grammar remains an important element in the stated goals of the Latin syllabus.

The following list names the topics of grammar regularly studied in a high school Latin program. The names of the grammatical terms need not be a major concern, nor the order, nor the level at which they are taught. The designation of checkpoint is intended to suggest that the acquisition of grammar is a progressive development. The checkpoints do not indicate the level at which a grammatical point is introduced but rather the point at which some accumulated knowledge has been achieved.

GRAMMAR AND FORMS -- Syntax and morphology

		A	B	C
Agreement				
Finite verb with its subject		o	o	o
Adjective with noun		o	o	o
Appositive			o	o
Relative pronoun			o	o
Cases				
Nominative:	Subject of the finite verb	o	o	o
	Predicate nominative	o	o	o
	Predicate adjective	o	o	o
Genitive:	Possessive	o	o	o
	With cupidus and causa		o	o
	With verbs of remembering and forgetting			o
Dative:	Indirect object	o	o	o
	With certain adjectives		o	o
	With certain intransitive verbs		o	o
	With compound verbs		o	o
	Purpose		o	o
	Reference		o	o
	Agent with passive periphrastic			o
	Of possessor			o
Accusative:	Direct object	o	o	o
	Duration of time, extent of space		o	o
	Place to which	o	o	o

		A	B	C
	With certain prepositions	o	o	o
	Subject of infinitive		o	o
	With middle voice			o
	Specification			o
Ablative:	Place where	o	o	o
	Place from which	o	o	o
	Time when or within which		o	o
	Accompaniment	o	o	o
	Comparison		o	o
	Manner		o	o
	Personal agent		o	o
	Means		o	o
	With certain preopositions	o	o	o
	Description			o
	Respect			o
	With certain deponents		o	o
	Ablative absolute		o	o
	Degree of difference			o
	Ablative with dignus		o	o
Vocative		o	o	o
Locative			o	o
Verbs				
Indicative mood:	Independent clauses	o	o	o
	Present tense	o	o	o
	Imperfect tense	o	o	o
	Future tense	o	o	o
	Perfect tense	o	o	o
	Pluperfect tense		o	o
	Future perfect tense		o	o
	Passive voice		o	o
	Deponent verbs		o	o
	Declarative and Interrogative	o	o	o
	Relative clauses		o	o
	Other dependent clauses		o	o
Infinitive:	Complementary		o	o
	Subject or object of finite verb		o	o
	Indirect statement		o	o
	Historical			o
Imperative:	Present active	o	o	o
	Present passive (deponents)		o	o
	Future			o
	Negative		o	o
Subjunctive:	All tenses, both voices		o	o
	Purpose		o	o
	Result		o	o
	Cum clauses		o	o
	Indirect question		o	o
	Sequence of tenses		o	o
	Conditions		o	o

		A	B	C
	Relative Clauses of Characteristic		o	o
	Volitive (hortatory and jussive)			o
	Optative			o
	Deliberative			o
	Potential			o
	Clauses after verbs of fearing and doubting			o
	Clauses by attraction			o
Gerund and gerundive			o	o
Participles:	Present		o	o
	Perfect		o	o
	Future active periphrastic		o	o
	Passive periphrastic		o	o
	Supine			o
Adjectives	Agreement	o	o	o
	Substantive		o	o
	Comparison		o	o
Pronouns	Personal	o	o	o
	Demonstrative		o	o
	Reflexive		o	o
	Intensive		o	o
	Relative		o	o
	Interrogative		o	o
	Indefinite		o	o
Adverbs	Formation and Comparison		o	o

VOCABULARY, DERIVATION, AND WORD STUDY

Words are the instruments of language. A Latin vocabulary is necessary to read Latin; in acquiring that vocabulary a student is introduced to the way words are put together in Latin and in English. Vocabulary development, derivation, and word study are skills that have practical value beyond the classroom.

Beginning Latin students (Checkpoint A) will have a natural curiosity about new words. They will be interested in Latin as a language, where it came from, and what relationship it has with other languages and with their own language. Students' vocabulary will grow as they meet Latin words in a communicative situation: reading, writing, listening, and speaking. Word building and derivation require special attention and emphasis at this level. The source of Latin vocabulary will be determined primarily by the readings in Latin, not by a predetermined vocabulary list. By the time students reach Checkpoint A, they will have a basic vocabulary that is associated with the list of topics (pp. 16 - 19).

Intermediate students (Checkpoint B) will continue to learn vocabulary in context. They develop increased skill in Latin word building; for example, they may recognize word families such as cupio, cupidus, and cupiditas. They will also expand their knowledge of prefixes, roots, and suffixes and will be able to recognize such linguistic phenomena as assimilation and vowel weakening (e.g., ad + capio = accipio - accept).

Students at the advanced level (Checkpoint C) will become sensitive to an author's vocabulary, to the appropriateness of word choice, to nuances, and to style. The English vocabulary of the advanced Latin student will demonstrate the acquisition of an accumulated linguistic knowledge. The original curiosity that sparked the process of learning words and learning about words will remain as a continuing interest.

THE DEVELOPMENT OF CULTURAL AWARENESS

Just as students grow in their command of language skills in Latin and in English, so also, at the same time, students of Latin become more and more familiar with the history, art, architecture, daily life, public life, myths, legends, and literature of the Romans. All of these threads are interwoven into the fabric of what we know as Roman civilization. Latin students have the special opportunity to deal with the messages about these cultural threads both in Latin and in English. They come to realize that the ancient world during the Roman Republic and especially in the Roman Empire was a microcosm of the world today--a multi-ethnic, multi-cultural, multi-lingual world. Through a study of these cultural threads in antiquity, students will be better equipped to analyze, understand, criticize, and respect the diverse cultural threads of the modern world. Cross-cultural understanding is achieved.

The development in understanding these threads of cultural awareness is a continuous process that occurs at every level of Latin study and which on those topics, functions, and situations encountered at earlier levels. Cultural awareness pervades all topics, all situations, all functions, and all proficiencies.

LITERATURE

Reading Latin is the source and situation from which the activities of the classroom naturally flow. When students read Latin literature, they are communicating in the most direct way possible with the ancient world.

All authentic materials in Latin are a part of the literature of the Romans. Inscriptions, graffiti, light verse, and curse tablets convey important cultural or historical information, whether or not the author considered the writing as literary. The variety of authentic materials and authors of Latin prose and poetry need not be limited to Caesar, Cicero, and Vergil, although they will continue to provide a focus for serious literary study.

Beginning Latin students (Checkpoint A) may experience literature in three ways: in the original Latin, in an adapted Latin version, or in English translation. At this level students can read inscriptions, defixiones, graffiti, and coins in their original form. These are most usefully presented as a supplement to textbook material. For example, if a character in a textbook story dies, or if a textbook contains a reading in English about Roman funerals, students could be introduced to a few authentic inscriptions from Roman tombs. Such inscriptions would provide an opportunity to review the dative case, to expand the students' vocabulary (e.g., vir as "husband" as well as "man"), to discuss the concept of manes, and perhaps to discuss the role of women in Roman society.

Many textbooks contain readings that have been adapted for beginning students from the words of Latin authors. When working on such a reading, students should learn the name of the author from whom the story was adapted and perhaps a few facts about him. Most of the reading at the beginning level will be Latin composed for the acquisition of content and language skills. Connected passages of culturally relevant materials to which beginning students can relate personally will best serve the purposes of Latin for communication.

Readings in translation may be used as a supplement to Latin readings. For example, if a textbook contains a Latin reading about a family burned out of a Roman apartment house (insula), the teacher might present selections in English from Martial or Juvenal that discuss the dangers of urban life.

As students progress to the intermediate stages of Latin study (Checkpoint B), adapted passages will be closer to the original texts. More complicated inscriptions and graffiti may be read. Students at this level should be guided into a selection of continuous prose. Authors whose works are often adapted for intermediate use include Livy, Eutropius, Aulus Gellius, and Cornelius Nepos. Caesar and Cicero continue to be appropriate for intermediate students, initially in adapted form, unadapted after practice and preparation. Most classical authors at this level will need to be adapted. There are a few authors, especially from the medieval period, whose words are suitable in unadapted form.

If the students read an abridged, simplified play by Plautus, they will learn who Plautus was, how Roman comedy developed from Greek models, and something about the conditions of Plautus' time. They will also have a chance to expand their understanding of the role of slaves in Roman society and to see whether the Roman concept of humor matches that of the twentieth century.

The work of advanced level Latin students (Checkpoint C) consists primarily of reading unadapted Latin authors. Caesar, Cicero, Pliny, Sallust, Nepos, Livy, and perhaps even Tacitus, Quintilian, and Petronius provide a wealth of prose at this level. Vergil, Catullus, Ovid, Horace, and perhaps Martial, Propertius, and Juvenal provide poetry for intense literary study for advanced students.

Authentic literary material, adapted and unadapted, as well as culturally relevant composed Latin is the focus of the classroom activity at any level.

MYTHS AND LEGENDS

Many textbook series present the myths and legends of the Greco-Roman world at an early stage of study. Myths and legends are an aspect of the ancient world that students have encountered before they enter the Latin classroom. Everyone enjoys a good story, and certainly the myths and legends of the Greeks and Romans are lively stories with elements of humor, love, pain, and fantasy that have immediate appeal to young students. Myths and legends give insights into the ways that the ancient world looked upon human existence and the universe. They are an important part of Latin for Communication.

A study of myths and legends will be different for the student of Latin at an early stage than for the student at a more advanced stage. Stories in Latin are found in most texts. A student at an early stage of Latin study (Checkpoint A) should come to know the names of the major Olympian gods and goddesses and their chief attributes and functions. A student at this level can be introduced to the connection between mythology and religion in the Roman world. From the ranks of heroes, a few may be selected, such as Hercules, Aeneas, and Romulus. The selection will depend on the text used. Beyond meeting such mythological figures in a Latin passage, a student can encounter them in other settings. Students might supplement a myth in Latin with other stories about the same deity or hero in English. A teacher can show mythological figures in sculpture, on coins, and in vase paintings. Students can become engaged in a variety of projects, dramatic skits, and audio-visual reinforcements that will make the deities and heroes come to life for them.

For a Latin student at the intermediate level (Checkpoint B), there is the necessity to expand on what was learned at an earlier stage of study. The passages in Latin about the mythological characters can be longer and more complex in structure. The myths and legends available in the textbook may be supplemented with Latin versions from other texts. At this level, emphasis generally turns to historical and literary considerations for which the previously accumulated knowledge and experience with myths and legends will serve as a background.

At the advanced level of Latin study (Checkpoint C), the student will meet the gods and goddesses and the heroes, especially in selections in Latin from Vergil's

Aeneid and Ovid's Metamorphoses. In the case of Vergil, the student will learn in a depth not attained before how Roman legend and Roman history are interconnected. The student will better understand the plight of Vergil's characters through the oral reading of the hexameter. For selected passages, students may compare the Vergilian episode with the corresponding Homeric passage. In the case of selections from Ovid, the students can compare the Roman version with later literary reworkings of the story (e.g., Pyramus and Thisbe with Romeo and Juliet). Also, the influence of Ovid upon artists of western tradition will add the visual to the literary dimension.

ART AND ARCHITECTURE

Thousands of visitors have walked among the ruins of the Forum in Rome or climbed the Acropolis in Athens. We have a curiosity and fascination with the material evidence of past civilizations. Students of Latin have a special opportunity to study and observe the art and architecture of the Greco-Roman world. Archaeology has brought the ancient world to light in a way unmatched by anything except the written word. When that written word can be blended with a study of the material remains, exciting cultural insights will be the result. Art, architecture, and artifacts can provide students with the evidence of the physical world that the Romans inhabited. Since archaeological excavation is an ongoing process, students can come to see that, while we know an incredible amount about the Romans, we are still learning more as the secrets of the ancient earth are uncovered.

Different aspects of art, architecture, and artifacts will be stressed at different levels in the Latin curriculum. The study of art and architecture pervades many of the topics listed on pp. 16 - 19. In addition to the subtopics listed under the topic Art and Architecture (p. 19, sites, buildings, sculpture, painting, mosaics) a study of art and architecture encompasses the following topics and subtopics:

House and family--house, country home, rooms, furnishings, garden, funeral

Physical environment--geography, topography, city, town, province, country, natural catastrophies

Earning a living--occupations

Leisure--recreation and bath, theater, holidays, athletics, athletic facilities, religious events, traditions and customs

Travel--roads, modes of travel

Politics and government--public services (sewers, aqueducts, bridges)

Economic life and social structure--commerce and trade, shops, coinage

Religion--deities, functions and attributes, sacrifice and rituals

Myths and legends--gods, goddesses, heroes, meaning and interpretation

In developing awareness about art and architecture, a teacher is also developing awareness about both public and private life among the Romans. The threads of art and architecture cannot and should not be fully separated from the fabric of Greco-Roman culture.

Different aspects of art, architecture, and artifacts are to be introduced and to be stressed at different levels in the study of Latin. This will be dictated in part by the textbook series that is used. Readings in Latin based on the lives of Roman families provide an opportunity to introduce the art, architecture, and artifacts of the Roman house at an early stage. Slides of the remains of real Roman houses from Pompeii and elsewhere are readily available; so too are excellent illustrations in books on the Romans and their world. Students in the beginning level of Latin study (Checkpoint A) will learn about city house and country home and about various buildings associated with the public life of the Romans. Reading can be easily connected with projects that add a visual reality for the students.

At the intermediate level (Checkpoint B), further acquaintance with art and architecture can be tied in with whatever the students are reading. A student reading about life in the provinces should see the remains of the Roman world in the provinces, whether that province is Gaul, Britain, North Africa, or Greece. When a student reads about life in Pompeii, whether in composed Latin at the elementary level or in an adaptation of Pliny's letters at the intermediate level, that student should see what we know of Pompeii today and how text and archaeological reality interconnect.

At the advanced level (Checkpoint C), as a student reads selections from ancient authors, material from the realms of art, architecture, and artifacts can be used to supplement the text and bring it to life. If a class is reading an oration of Cicero, the students should study in detail where that speech was made and the physical circumstances of the occasion. Selections from Cicero's orations against Verres afford the ideal opportunity to view life in Syracuse, a Greek colony of Sicily. When reading selections from the Aeneid, students should develop a keen sense of how the standards and ideals of Augustan Rome were displayed in public monuments, such as the Ara Pacis. The key element is to link situation and function with as many topics as are appropriate. This kind of synthesis is not new in the Latin classroom; this syllabus, however, analyzes the elements in order that they may be even more systematically

integrated at the different stages in the development of the Latin curriculum. A fully developed curriculum will consciously plan the interconnections of topics, situations, and functions to provide for the growing development of the students' language skills and cultural awareness.

HISTORY AND PUBLIC LIFE

It is difficult for students who live in the middle of a complex, modern world to develop a sense of history. It is often impossible to sort out truth and gain an objective perspective because of one's proximity to events and issues. Studying the ancient world, and using the Latin language as the means to understanding that world, can provide an opportunity to see a society grow, change, struggle, and eventually be superseded by another system. Moments of greatness are seen along with moments of weakness. The Latin class provides a unique opportunity to examine history and public life in the ancient Greco-Roman world and to gain insight into the present through the past.

All of the topics listed among the components of communication (p. 16) exist within a historical context. The beginning student (Checkpoint A) should gain a general sense of how Rome grew and expanded from village in a legendary past, to city at the center of an extensive Republic, to ruler over an Empire which extended from Britain to North Africa to the lands of the Eastern Mediterranean. A good way in which to focus this historical sense for the beginning student is through the presentation of certain key Roman personalities, such as Romulus, Cincinnatus, Cato the Elder, Cornelia, Sulla, Julius Caesar, Augustus, and others. These historical figures, many of whom were the center of public life, are often the subjects of Latin stories in introductory textbooks.

Since the emphasis at the beginning level is mastery of basic language skills and aspects of daily life, mythology, art and architecture, it is appropriate that matters related to public life and the larger historical framework assume higher priority at a time when the student is reading more extensive passages of Latin at the intermediate level (Checkpoint B). A historical development from the legends of early Rome down to and through the history Republic is appropriate when students are reading selections from such authors as Cicero, Caesar, Catullus, Nepos, Sallust, and Livy. A detailed study of the early Roman Empire can best be achieved by advanced students (Checkpoint C) in connection with readings in Vergil, Ovid, Horace, Suetonius, and Tacitus.

The emphasis in the development of a historical perspective is reflected in the outline of communicative functions (p.23). Students first gain information about facts

and events, then about opinions and attitudes, and finally about feelings. As students are reading and thinking about the ancient world cross-cultural parallels need to be pointed out, and opinions, attitudes and feelings as they apply to the modern world need to be explored.

DAILY LIFE

Students are involved in daily routines, customs, and habits in their world. A natural way to draw them into the complexities of another world and its language is through the routines, customs and habits of how people of a different place and a different time acted in their daily lives.

A study of daily life pervades many of the topics listed in the components of communication (p. 16), especially for beginning students (Checkpoint A). The facts and realities of daily life are outlined for these students under the topics of personal identification, house and family, meal taking, leisure, religion, and art and architecture. Matters of physical environment, the educational system, earning a living, travel, politics and government, economic life and social structure are also topics that pervade daily life; they are more approirate at the intermediate level (Checkpoint B). At the advanced level (Checkpoint C) students will expand their knowledge to include, for example, a more extensive view of literature as part of ancient education, as well as the place of oratory and rhetoric.

As with each of the cultural topics, it is best when students learn about daily life through the reading of Latin. Many textbook series focus on aspects of the everyday world in their introductory volumes. In addition, it is possible to expand the cultural content through appropriate supplemental readings in Latin or in English on daily life. Simple inscriptions on funerary monuments and graffiti on public buildings can be used with beginning Latin students as a supplement to their text. The epigrams of Martial are useful in making the real world of the Romans come to life for the Latin student even at an early stage of study. As students grow in their knowledge of language skills and in cultural awareness, they can learn in Latin facts about daily life which might earlier have been introduced in English. Selections from the writings of Pliny the Younger and from Petronius are particularly interesting for giving a picture of everyday life in the Roman Empire. For intermediate and advanced students (Checkpoints B and C), the public scene presented in the orations of Cicero can be balanced with the private scene in his letters. Cicero as father and husband, landholder, and ordinary citizen is an important supplement to Cicero as politician, orator, and philosopher. Selections from Caesar can reveal the customs of the Gauls or of the Germanic tribes.

Reading in Latin or in English can be focused on topics of daily life. In addition, situations of writing, speaking, and listening can have a similar focus. In the beginning Latin classroom, questions can be asked in Latin about name, family relationships, everyday objects, the weather, with responses in Latin, either spoken or written. Stories read in a text can be retold in simple Latin, with the students taking the parts of characters from the story. The possibilities are many for using the Latin language creatively to communicate important and meaningful messages about cultural topics. A study of daily life pervades topics, situations, functions, and proficiencies. It is basic to a full and comprehensive study of the ancient world; it is also basic to a full and comprehensive study of the modern world.

LEARNING OUTCOMES - THE CHECKPOINTS

The syllabus organizes learning outcomes in two sets of tables:

Set 1 Components of Communication
- Table 1.1 Topics (pp. 17 - 19)
- Table 1.2 Situations (pp. 21 - 22)
- Table 1.3 Functions (p. 23)
- Table 1.4 Proficiences (pp. 26 - 31)

Set 2 Checkpoints
- Table 2.1 Checkpoint A (pp. 50 - 51)
- Table 2.2 Checkpoint B (pp. 52 - 53)
- Table 2.3 Checkpoint C (pp. 54 - 55)

Set 1 Components of Communication

The tables of learning outcomes by components of communication provide an overview of components of communication: topics, situations, functions, and proficiencies. These lists should be the basis for the coordination and articulation of a total program. They are the basis for the selection of materials consistent with Latin for Communication. They illustrate a spiraling progression of knowledge and skill built on previous knowledge and practice. The tables of the components of communication provide an outline description of learning outcomes, the basis of curriculum structure and program development.

Set 2 Checkpoints

The tables of learning outcomes at Checkpoint A, Checkpoint B, and Checkpoint C regroup the components of communication into three tables which illustrate learning outcomes at specific points in a total program. The checkpoints may occur at different grade levels in different school systems. The point in time at which the outcomes of a checkpoint may be achieved will differ with the needs of the students, their age at entering the program, the resources of a particular district or school, and the individual circumstances of the teaching/learning situation. Each checkpoint provides a framework for evaluation and a standardized goal independent of a predetermined methodology and independent of a program locked to grade level or age of students.

A LEARNING OUTCOMES

TOPICS

PERSONAL IDENTIFICATION: names, sex, age, nationality, occupation, physical characteristics and parts of body, health, clothing, character

HOUSE AND FAMILY: house, apartment, country home, rooms, furnishings, garden, family members

PHYSICAL ENVIRONMENT: geography, city and town, weather, plants and animals

MEAL TAKING, FOOD, AND DRINK: everyday family fare, banquets

EDUCATIONAL SYSTEM: number system, school life

EARNING A LIVING: occupations, preparation and training

LEISURE: recreation and bath, holidays, athletics, traditions and customs

TRAVEL: roads

POLITICS AND GOVERNMENT: personalities

ECONOMIC LIFE AND SOCIAL STRUCTURE: class structure, shops

RELIGION: deities, functions and attributes

ART AND ARCHITECTURE: buildings

MYTHS AND LEGENDS: gods and goddesses, heroes, traditional oral tales

SITUATIONS

READING

Reads with understanding Latin composed for acquisition of content and/or language skills (Latin)

Reads Latin phrases and abbreviations in inscriptions, monuments, and records (Latin)

Reads Latin phrases and abbreviations used in English (Latin/English)

Reads with understanding words of Latin origin in English (English/Latin)

WRITING

Writes Latin responses to oral or written stimuli (Latin)

LISTENING

Hears classical or ecclesiastical pronunciation (Latin)

Hears spoken Latin in classroom situations (Latin)

Hears Latin phrases used in English (Latin/English)

Hears English words and ideas associated with classical origins (English/Latin)

SPEAKING

Produces orally the classical and ecclesiastical sound system (Latin)

Reads prose aloud (Latin)

Uses Latin with peers and teacher in classroom situation (Latin)

Table 2.1

CHECKPOINT A

FUNCTIONS

To gain information in Latin about:

- facts
- events
- opinions
- attitudes
- feelings

To aid communication in English through:

- language skills
- content and idea
- cultural awareness

PROFICIENCIES

READING

Understands the simple connected materials composed for acquisition of content and language skills

Begins to develop an understanding of Latin grammar in context and recognizes some general principles of grammar

Begins to show the ability to guess at meaning from context

WRITING

Can write simple Latin words or phrases in response to oral or written stimuli in a classroom situation

Can write simple connected Latin as read aloud by the teacher

Can respond in simple written Latin and in English to questions based on Latin reading or visual/oral stimuli

Can express in written English the meaning of simple composed passages of Latin

LISTENING

Recognizes the sounds of the Latin language

Comprehends simple spoken Latin statements and questions based on classroom situations and Latin questions based on reading or visual/oral stimuli

Begins to recognize and appreciate phrase grouping, voice inflection, and meaningful expression when simple Latin is read aloud

SPEAKING

Repeats correctly words or phrases spoken by the teacher

Reads aloud, with generally correct pronunciation, texts with familiar vocabulary

Responds to simple oral stimuli in the classroom situation and to questions based on reading passages

LANGUAGE

Begins to demonstrate a knowledge of basic Latin vocabulary and an awareness of Latin roots in English

Begins to demonstrate a knowledge of some elements of Latin grammar and English grammar by comparison and contrast

Begins to demonstrate a knowledge of word-building in Latin and in English through a study of Latin prefixes and suffixes

Can understand simple Latin phrases and abbreviations in English

CULTURE

Has knowledge of some aspects of Greco-Roman culture and selected facts of history, art, daily life, and myths and recognizes manifestations of them in the modern world

Table 2.1

B LEARNING OUTCOMES

TOPICS

PERSONAL IDENTIFICATION: names, sex, age, nationality, occupation, physical characteristics and parts of body, health, clothing, character

HOUSE AND FAMILY: house, apartment, country home, rooms, furnishings, garden, family members

PHYSICAL ENVIRONMENT: geography, **topography,** city and town, **province and country,** weather, **natural catastrophies,** plants and animals, **calendar, time**

MEAL TAKING, FOOD, AND DRINK: everyday family fare, banquets

EDUCATIONAL SYSTEM: **structure and curriculum, literature, oratory and rhetoric,** number system, school life

EARNING A LIVING: occupations, **preparation and training**

LEISURE: recreation and bath, holidays, athletics, traditions and customs

TRAVEL: roads, **modes of travel, inns, host-guest, mail and letter writing**

POLITICS AND GOVERNMENT: **government organization, political issues, the military, public services (sewers, aqueducts, bridges),** personalities, **law**

ECONOMIC LIFE AND SOCIAL STRUCTURE: class structure, **commerce and trade,** shops

RELIGION: deities, functions and attributes, **festivals**

ART AND ARCHITECTURE: **sites,** buildings

MYTHS AND LEGENDS: gods and goddesses, heroes, traditional oral tales

SITUATIONS

READING

Reads with understanding Latin composed for acquisition of content and/or language skills (Latin)

Reads with general and specific comprehension adapted Latin authors (Latin)

Reads with general and specific comprehension Latin prose authors (Latin)

Reads Latin phrases and abbreviations in inscriptions, monuments, and records (Latin)

Reads Latin phrases and abbreviations used in English (Latin/English)

Reads with understanding words of Latin origin in English (English/Latin)

WRITING

Writes Latin responses to oral or written stimuli (Latin)

Writes in English the general or specific meaning of Latin passages (Latin/English)

Writes English which incorporates Latin elements, prefixes, bases, suffixes (English/Latin)

LISTENING

Hears classical or ecclesiastical pronunciation (Latin)

Hears spoken Latin in classroom situations (Latin)

Hears Latin phrases used in English (Latin/English)

Hears English words and ideas associated with classical origins (English/Latin)

SPEAKING

Produces orally the classical and ecclesiastical sound system (Latin)

Reads prose aloud (Latin)

Uses Latin with peers and teacher in classroom situation (Latin)

Uses conversational and formal English which incorporates Latin elements, prefixes, bases, suffixes (English/Latin)

CHECKPOINT B

B

FUNCTIONS

To gain information in Latin about:

- facts
- events
- opinions
- attitudes
- feelings

To aid communication in English through:

- language skills
- content and idea
- cultural awareness

PROFICIENCIES

READING

Understands composed Latin and passages adapted from Latin authors – General and specific comprehension is limited to selected passages in regular Latin sentence patterns –

The ability to guess at meaning is increased

Has an increased knowledge of Latin grammar in context

WRITING

Can respond in simple written Latin and in English to questions based on composed Latin passages and passages adapted from Latin authors

Can express in written English the general or specific meaning of a passage adapted from Latin author

LISTENING

Can comprehend simple spoken Latin statements or questions based on a classroom situation or a simple Latin passage read aloud because of an increased familiarity with the

sounds, words, forms of expression, and phrase grouping of the Latin language

SPEAKING

Demonstrates understanding by reading aloud with appropriate phrase grouping, voice inflection, and expression in classroom situation

Reads aloud with accurate pronunciation except for some errors in unfamiliar words

LANGUAGE

Has a knowledge of basic Latin vocabulary and an increased English vocabulary

Has an increased knowledge of Latin grammar and a correspondingly increased knowledge of English grammar

Can derive meaning in English and in Latin based on an increased knowledge of word-building

Has an increased knowledge of Latin phrases, mottoes, and abbreviations in common English usage

CULTURE

Has an increased knowledge of selected facts of Greco-Roman history, art, daily life, myths, and their influence on subsequent civilizations

Has knowledge of some aspects of Roman public life and

institutions and their influence on the modern world

Begins to develop a knowledge of some facts of Latin literature, some authors, and some techniques of style and can apply some of these facts to the Western literary tradition

Table 2.2

TOPICS

PERSONAL IDENTIFICATION: names, sex, age, nationality, occupation, physical characteristics and parts of body, health, clothing, character

HOUSE AND FAMILY: house, apartment, country home, rooms, furnishings, garden, family members, **marriage and funeral**

PHYSICAL ENVIRONMENT: geography, topography, city and town, province and country, weather, natural catastrophies, plants and animals, calendar, time

MEAL TAKING, FOOD, AND DRINK: everyday family fare, banquets

EDUCATIONAL SYSTEM: structure and curriculum, literature, oratory and rhetoric, number system, school life, **philosophy**

EARNING A LIVING: occupations, preparation and training

LEISURE: recreation and bath, holidays, athletics, **religious events,** traditions and customs

TRAVEL: roads, modes of travel, inns, host-guest, mail and letter writing

POLITICS AND GOVERNMENT: government organization, political issues, the military, public services (sewers, aqueducts, bridges), personalities, law

ECONOMIC LIFE AND SOCIAL STRUCTURE: class structure, commerce and trade, shops, **coinage**

RELIGION: deities, functions and attributes, **sacrifice,** festivals

ART AND ARCHITECTURE: sites, buildings, **sculpture, painting, mosaics**

MYTHS AND LEGENDS: gods and goddesses, heroes, traditional oral tales, **meaning and interpretation**

Each checkpoint contains all the topics and situations from the previous checkpoint. Topics and situations which are new to this checkpoint are in bold print.

SITUATIONS

READING

Reads with understanding Latin composed for acquisition of content and/or language skills (Latin)

Reads with general and specific comprehension adapted Latin authors (Latin)

Reads with general and specific comprehension Latin prose authors (Latin)

Reads with general and specific comprehension Latin authors of poetry (Latin)

Reads Latin phrases and abbreviations in inscriptions, monuments, and records (Latin)

Reads Latin phrases and abbreviations used in English (Latin/English)

Reads with understanding words of Latin origin in English (English/Latin)

WRITING

Writes Latin responses to oral or written stimuli (Latin)

Writes in English the general or specific meaning of Latin passages (Latin/English)

Writes English which incorporates Latin elements, prefixes, bases, suffixes (English/Latin)

Writes English using Latin influences in words, structures, and idea (English/Latin)

LISTENING

Hears classical or ecclesiastical pronunciation (Latin)

Hears spoken Latin in classroom situations (Latin)

Hears Latin phrases used in English (Latin/English)

Hears English words and ideas associated with classical origins (English/Latin)

SPEAKING

Produces orally the classical and ecclesiastical sound system (Latin)

Reads prose aloud (Latin)

Reads poetry aloud (Latin)

Uses Latin with peers and teacher in classroom situation (Latin)

Uses Latin terms in English speech and conversation (Latin/English)

Uses conversational and formal English which incorporates Latin elements, prefixes, bases, suffixes (English/Latin)

Table 2.3

FUNCTIONS

To gain information in Latin about:

- facts
- events
- opinions
- attitudes
- feelings

To aid communication in English through:

- language skills
- content and idea
- cultural awareness

PROFICIENCIES

READING

Can read and understand selected authors of prose and poetry with some assistance

Can separate main ideas from lesser ones and uses that distinction to advance understanding of the material

Can analyze Latin grammar in context

Can recognize features of an author's style

WRITING

Can express in English the general meaning of Latin passages of prose or poetry, assisted by glosses

Can express in English the specific meaning of a Latin passage of prose or poetry, assisted by glosses

LISTENING

Can recognize and appreciate the artistic merits of oral Latin prose and poetry when read aloud

Can distinguish between classical and ecclesiastical pronunciation

SPEAKING

Can read Latin poetry with attention to the correct metrical structure

Demonstrates understanding by reading with appropriate phrase grouping, voice inflection, and expression

LANGUAGE

Demonstrates a knowledge of Latin vocabulary and an increased English vocabulary based on it

Demonstrates a knowledge of Latin grammar and English structure by comparison and contrast

Demonstrates an increased knowledge of derivation and word study

CULTURE

Demonstrates a knowledge of selected facts of Greco-Roman history, art, daily life, myths and legends, and public life, and their influence on subsequent civilizations

Demonstrates an understanding of some literary genres, some authors, and some techniques of style and can make comparisons with those of the modern Western literary tradition

Table 2.3 61

CURRICULUM DEVELOPMENT

A PLAN FOR PROGRAM DEVELOPMENT AT THE LOCAL LEVEL

Program development is a process involving planned, sequential activities that require the commitment of time, and of human and financial resources from the district. The activities include:

- assessing needs (determining what should be done);
- reviewing curriculum recommendations from other agencies, e.g., the State Education Department;
- consulting with "experts";
- setting priority areas;
- developing objectives, selecting learning experiences and resources, and developing evaluation techniques and instruments;
- providing inservice training for staff on how to implement the curriculum;
- evaluating of the curriculum's effectiveness;
- revising of the curriculum as needed;
- informing other concerned staff, the Board of Education and the community about the process and the product.

Curriculum development may occur during the summer or the school year. In the latter cases, teachers may work beyond school hours (after school, weekends, vacations), or substitutes may be employed to free teachers to work either full or partial days on the curriculum.

School districts may wish to work cooperatively in this effort. One way to do this is through the COSER (Cooperative Service) development process of BOCES (Board of Cooperative Educational Services) which enables several districts to work together on a mutually agreeable curriculum project. Districts may wish to examine other regional consortium possibilities, which might involve colleges, universities, and regional or state language associations as means for bringing interested districts into a common curriculum project.

Program development at the local level should involve classroom teachers, supervisors, administrators, and chairpersons, and sometimes, parents, members of the

community, and students. The task is to design a foreign language program that is directed toward the systematic accomplishment of the goals provided by the Regents, the foreign language syllabus, and the local Board of Education. Professional organizations of foreign language teachers can be a valuable asset to planning and facilitating program development. The total program should be articulated at the local level in order to provide continuity for students' growth and development over the period of years covered by the program.

Once a program is developed and necessary inservice has been provided, teachers can implement the program in the classroom. In doing so, they need to remember that each day's activities are part of a larger plan for long-term student growth and development. Teachers should also examine the curriculum continually to find ways to revise the program and to keep it current with what is known about how students learn and how to deliver more effective and efficient instruction.

The learning outcomes provided in this syllabus are the basis for the development of instructional objectives, learning experiences, and evaluation strategies at the local level. The following is a generic model of an objective into which the components of communication can be inserted:

Given a specific topic and situation, the student will be able to listen/speak/read/write for a specific purpose/function at a specific checkpoint of proficiency, all consistent with the syllabus' goals of communication, language skills, cultural awareness, and general education.

The importance of program development at the local level cannot be underestimated. The program is the link between the state syllabus and the classroom teacher:

- It articulates a systematic whole that should cover the program's period of years and provides continuity and direction for classroom planning at each level.
- It is the basis for development of daily lesson plans.
- It provides evaluation strategies for systematic assessment of student achievement.
- It ties together the critical elements of instructional objectives, learning experiences, and evaluation.

- o It ensures that the teacher's creative efforts and unique contributions to students are made part of a larger design.
- o It provides for articulated, sequential learning for all students.
- o It is the basis for district-wide financial and educational decisions about instruction: objectives, resources for learning experiences, grouping arrangements, time allocations, staff development, and supervision.

Without a district curriculum, an individual teacher may provide students with learning experiences that are excellent in the classroom. However, if such efforts are piecemeal and uncoordinated and are not directed toward the systematic accomplishment of long-range goals, student are not well served, nor are teachers, parents and the community.

A foreign language program should have the following characteristics:

- It is based on a written curriculum containing instructional objectives, learning activities, and evaluation strategies.
- It has form, purpose, and direction.
- It is based on the philosophy, goals, and learning outcomes provided by the state syllabus and the local Board of Education.
- It contains a statement of philosophy regarding foreign language education for the district that is consistent with that district's philosophy.
- It contains broad goals or learning outcomes expected to be achieved at the end of predetermined checkpoints.
- It provides a scope and sequence of instructional objectives that the teacher will use for classroom preparation.
- It provides for district-wide assessment practices at appropriate points in a continuum.
- It provides evaluation techniques and instruments for assessment at the classroom level.
- It provides opportunities for the classroom teacher to increase student achievement in unique and creative styles.
- The instructional objectives are articulated; they fit into a systematic whole, depending on how the program is organized.

STAFF DEVELOPMENT

Staff development is a process that can occur in a variety of formats including: workshops, formal courses or seminars, conferences, travel, sabbaticals, internships, visitations to other schools, informal on-the-job advice and assistance, formative or summary evaluation, planning and developing new curriculum, committee work, teachers' centers, and individual research. Staff development should be viewed as an ongoing concern for all professional staff as they attempt to update and improve the quality of instruction.

The content of the staff development process as related to this syllabus may be:

- methodology (developing effective means of implementing the syllabus);
- development or use of instructional materials;
- use of available technology to increase students' exposure to authentic language samples and use.

The responsibility for initiating and carrying out in-service education (staff development) lies in the hands of the local school districts, BOCES centers, colleges and universities, the professional organizations, and the State Education Department. If the communicative approach is going to be successful in the classroom, communication must also be encouraged within professional circles.

Effective staff development has the following characteristics:

- o Time is given for planning the activities and the participants are involved in the process.
- o There is administrative support.
- o Expectations for what is to be accomplished are clear to leaders and participants.
- o There is continuity in the themes of the activities.
- o The expressed needs of participants are considered.
- o The logistics involved (physical facility, time, etc.) are designed to provide an appropriate learning environment.
- o Activities include the presentation of concepts and theory, a demonstration of the desired behavior(s), low-risk practice with feedback, and provision for follow-up "coaching" in the work setting.

IMPLICATIONS FOR INSTRUCTION

The components used to describe communication in this syllabus have been organized to specify students' anticipated competence at three distinct points in the program. These points correspond with testing procedures designed to verify students' achievement of program outcomes. They do not imply interruptions or termination points. The instructional process is meant to be a continuous and expanding spiral. Competencies at each successive checkpoint may be defined by the same topics, situations, and functions. However, higher proficiencies are required at higher checkpoints. The competencies are not expected to remain the same at each checkpoint but to represent expanding capabilities on the part of the students in dealing with the same communications.

The student's ability to deal effectively with a type of communication defined by a specific topic, situation, and function at a specific level of proficiency may require specific vocabulary, grammar, and linguistic and cultural elements. Communication, however, is not the result of isolated compartmentalized instruction aimed at that type of communication but the cumulative result of previous instruction. For example, many of the language skills (such as a Latin vocabulary) required to recognize and understand English derivitives of Latin words are similar to those required to read simple connected material in Latin.

Learning outcomes derived from the components listed in the syllabus emphasize the development of functional skills that should have immediate applications in communicative situations in Latin.

This emphasis carries definite implications for the instructional process and for the selection and use of instructional resources. No one methodology will assure achievement of the objective. Methodological choices vary with the characteristics of the learners, the teachers, the textbook, and the circumstances under which the learning/teaching process takes place.

Consideration should be given to some broad principles for instruction in reading, writing, listening, speaking, language skills, and culture.

Reading

The ideal in learning a second language is direct comprehension of that language without an intermediate process of equating elements of the second language with elements of the native language. Such mastery requires extensive study and practice as well as support from listening/speaking skills. It cannot be expected that the new learner will cut himself off from his native tongue and work in the new medium without some intermediate steps. Indeed, it may be that the absolute ideal is not often reached in Latin, but the goal can be more nearly attained if the new learner is taught to read Latin in the Latin word order, going through the steps to comprehension somewhat as a native speaker of Latin may very likely have had to do.

Even at the earliest stage of the development of the reading skill, while students are working on carefully structured prose consistent with the aspects of language that they have learned so far, they should be encouraged to look at short excerpts of authentic texts accompanied by visual cues for the purpose of identifying known and yet unknown features of language and of guessing at the topic if not the general meaning of the text. As their level of development in reading increases, the extent to which they are asked to read authentic texts should also be increased.

The formal teaching of grammatical structures has traditionally occupied a large segment of the Latin program, and the discipline should continue to be addressed as a functional aid to reading, as a vehicle for recognizing general patterns of linguistic structure, and as a working model for organizing information. Elements of reading skills, such as grammar and vocabulary building, are communicative building blocks in Latin and in English. They are also the building blocks of learning other foreign languages.

Writing

Taking dictation in Latin, writing exercises or even composing creative composition as an aid to reading skills should be encouraged. Writing skills in English can be enhanced considerably by a knowledge of Latin. Connections should be actively made and the transfer of language skills learned through Latin should be consciously developed and applied to English.

Listening

Latin is a language, meant to be heard and spoken. Imagine the Forum alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The living language of the orator was the foundation of higher education. The recitation of poetry published the sounds of an active literature. Through the Middle Ages the songs and chants of the church used a pronunciation different from the sounds Cicero spoke. The singing and the listening continued through the ages, influenced by national and regional speech patterns until finally by the nineteenth century, a cacophony confused teachers and students and made them deaf to the sounds of Latin.

Scholars interested in restoring the pronunciation of Caesar and Cicero to the ears of modern students of Latin have successfully standardized the pronunciation of Latin. Indeed, the pronunciation did change through the years, and a pronunciation appropriate for reading a speech of Cicero is not necessarily appropriate for choral performance of a Latin mass. The restored classical pronunciation and the ecclesiastical pronunciation now exist together, each more appropriate to its historical context. As students begin the language, they need not be confused by two distinct pronunciations, or gradients thereof, but as their study advances, Latin students should begin to recognize the differences and appreciate the changes in sound as the language has developed.

The listening skill is a means to an end: reading. Reading, however, in the ancient world meant reading aloud. "Don't move your lips when you read" is an admonition of recent invention. Group reading and choral recitation are teaching techniques -- even a literary genre (e.g., the wedding hymns of Catullus) -- and are to be encouraged in the study of Latin.

Speaking

The productive skill of speaking is the complement of the receptive skill of listening. Reading aloud is an important step in developing a feeling for phrasing, balance, and rhythm as an aid to attaining comprehension. It is necessary to clarify the term "speaking skill" in Latin. Usually it means oral production: reading aloud and repeating. Actual interaction on the listening-speaking level will be limited to very

basic conversations in the classroom as a support mainly to the reading skill. Reading the orations of Cicero or the poetry of Vergil are incomplete aesthetic experiences if they are not read aloud with their intended patterns of prose and poetry. There is evidence to support the idea that fluency in reading can be appreciably aided when students have initial practice in listening and speaking. Dramatizations, word games, and dialogues create communicative life situations that bring the ancient world to life.

Language Skills

The transfer of language skills from Latin to English has long been recognized by Latin teachers and appreciated by their students. Such phenomena as the expansion of a student's English vocabulary of words derived from Latin; improvement of skills of reading, spelling, and grammar; and higher scores on standardized tests of reading, vocabulary, and language skills are claims that in recent years have been substantiated by research and experimentation.

Cultural Awareness

The history, myths, art, architecture, literature, law, and a myriad of customs and traditions of the ancient world have profoundly influenced the modern world and are the part of Latin study that lives in the mind of a student far after third declension and the ablative absolute fade.

Latin can provide substance to the cognitive process -- the facts of history, the content of myth, the substance of art and architecture through archaeology, sports, the theater, literature, and details as basic as the food of the Romans and its preparation, and the clothes they wore. Cultural themes pervade the total content of instruction and are best integrated into the fabric of reading in a communicative setting. The opportunities of interdisciplinary coordination are almost limitless. There is not an academic department within the school that cannot be linked with the cultural content of the Latin classroom. Projects of food and clothing can be coordinated with the home economics department, art projects with the art department, and the study of musical forms and instruments as well as actual performances with the music department. The building of chariots and catapults provides a special outlet of talent for some students, and Olympic events, a vital link between the ancient and modern world, have been the basis of interdisciplinary cooperation between the teacher of physical education and the Latin teacher.

A final objective of an integrated study of culture in the Latin classroom is aesthetic appreciation, sometimes of a nonverbal nature. The recognition of a Corinthian column, the increased awareness and basis of comparison of art in many media, a sensitivity to the sounds of rhetoric and poetry based in ancient oratory and song are a part of the feelings, tastes, and even smells that will last with the student of Latin.

The cultural aspect of the total program must be deliberate and carefully considered. Pervading themes of language and culture -- themes of skills, content, and aesthetic spirit - do not come automatically from a text book or from translating a Latin author. They come from an inspired teacher, from a carefully developed program, and from a variety of sources and materials integrated into the special definition of Latin for communication.